This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

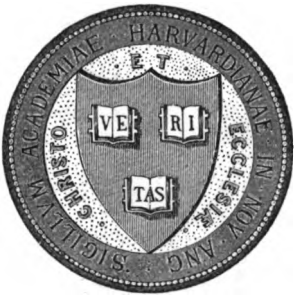
+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

3 2044 096 984 448

Educ 2174.10



Harvard College Library

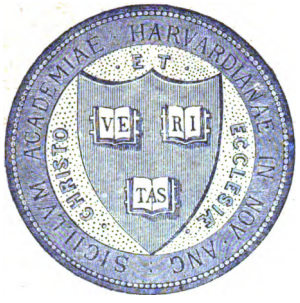
FROM

Gratis.

13 Dec. 1888.

Digitized by Google

VI. 4838



LIBRARY
OF THE
UNIVERSITY.

Digitized by Google

DEC 13 1888

Grales

Digitized by Google

EDUCATION

A Monthly Magazine

DEVOTED TO

THE SCIENCE, ART, PHILOSOPHY, AND LITERATURE OF EDUCATION

WILLIAM A. MOWRY

EDITOR

VOLUME VIII

SEPTEMBER, 1887 — JUNE, 1888

BOSTON
EASTERN EDUCATIONAL BUREAU
50 BROMFIELD STREET
1888

Digitized by Google

Educ 1174.10

Digitized by Google

although it was destitute of many an actual necessity. But as it is against the principle of Mrs. Steele to run in debt, she waited for necessary funds before having what was really needed.

The building is now about completed, and has cost twelve thousand dollars. This, through the kindness of friends known and unknown, is all paid for. Thus, free from debt and held by a board of trustees under a state charter, the Steele Home is the accomplished fact of the marvelous energy and wise foresight of one woman.

But who is to support all that is involved in such an outlay? asks the practical mind. This is an important question, for the work is in no way connected with any society, association, or denomination. The county, from its public fund, still pays fifty dollars a year, or four and a half cents per meal, for each child sent by order of the judge. But Mrs. Steele alone holds herself responsible for the fares, board, and wages of all her helpers, for the lights and fuel used, for all the furniture and bedding, and for all the clothing of the children. When the average cost per child for the entire year, exclusive of the fifty dollars paid by the county, is seventy-five dollars, this responsibility becomes tremendous.

Mrs. Steele begins the year in *faith* that the Lord will supply this need, and works accordingly. She has no financial interest in the enterprise, only the sacred right of being its lifelong manager. She asks for no luxuries, only necessities, for those who have suffered so much. She began last year not knowing how or where the money for all the running expenses was coming from. But it has come in marvelous ways. To-day she is free from debt and has given a Christian home and school to one hundred little orphans. To-day she has no assured income for this year's work, but she has faith it will come. Other institutions in the world have been, and still are, managed on this principle; but this is, so far as known, the only one managed by a woman. It seems to me no one can realize all that this principle involves, either for joy or perplexity, without a personal, continued acquaintance with its workings. Here is one side which is constantly changing from darkness to light. In a letter received last fall Mrs. Steele says: "It is perplexing to get along with such a large family on such limited means, especially when cold weather is at hand. Even now we 've not a load of coal in the house, nor have I bought a pair of winter shoes for one of my children; they are just 'finish-

Digitized by Google

VI. 4838

ing up' the second-hand ones which were sent to us last spring. If you could see them, you would think they were now about 'finished up.' As to pants for my fifty boys, they have n't even one decent pair apiece for everyday, to say nothing of Sunday ones. Yet in many ways we are much better off than we were last year, while two years ago we had just had our Home totally destroyed. Oh, we have a great deal to be thankful for!"

"A great deal to be thankful for!" Here is one secret of Mrs. Steele's magnetic power. It is irresistible. Such genuine, beautiful appreciation of benefits received, not for her work, but for the Lord's work, opens more hearts than can be estimated. This, added to a spontaneous unselfishness and wisely directed energy, has opened the hearts of railroad officials to send all goods marked for her Home free, has raised up sympathizing and helpful friends all over the land, and has made it possible for Mrs. Steele to say, of a work which would crush both soul and body of a less gifted nature, "I do not feel the burden as much as one would think."

Since the opening of the Steele Home, two hundred and eleven children, the youngest being six months old, have been taken in and cared for. Some were sent there sick with consumption, to be nursed until death should give relief. Mrs. Steele with her own hands prepares all such for the burial, and frequently conducts the burial service. In having her older boys as pall-bearers carry the little lifeless bodies to the country burying-ground, she is instilling feelings of reverence and tenderness which no words could do.

Perhaps only those who are privileged to hear the voices of the happy little children singing a blessing at their simple meals, or to see the little bundled-up possibilities in rows on the floor for the night's sleep (the money is not yet forthcoming for cots), or to enter into any department of the home or school life, can feel the grandest influence of Mrs. Steele's wonderful work. While she would not make her cause unduly prominent, "for others have larger needs," yet it seems to me that no broader or more lasting work is being done for the future welfare of the negro race than this loving seed-sowing into the very heart of the race, the soul of its children.

I cannot close this spontaneous and wholly unsolicited tribute to Mrs. Steele's work without giving her latest word, which is the secret of her success: "He has promised to supply our needs, and I expect He will."

Digitized by Google

MANUAL TRAINING: HOW ITS BENEFITS MAY BE SECURED.

BY HENRY R. RUSSELL, SUPERINTENDENT OF FRIENDS' SCHOOLS IN PENNSYLVANIA, NEW JERSEY, ETC.

IT is not the purpose of this paper to discuss at length the manual-training problem in all its relations to the education of our youth, nor to present its various claims to a place in our schools, but rather to call attention to some of the ways and means of securing its benefits to those who are being trained for the important duties of life. It is assumed here that no one's education can be complete without manual training, and that it should therefore form a part of the general education of every child; and in order that this may be the case, it must form a part of the regular course of instruction in schools of all grades. Perhaps no educational theory has ever been more generally and heartily accepted by any people than that manual training should be introduced in some way into the educational forces of American schools.

It must constantly be borne in mind that manual training does not necessarily imply the introduction of the pupil into what is called the workshop, though it doubtless does imply that if the ideas of its advocates are fully carried out, the student will, before he gets through an advanced course of study, be made familiar with the use of tools for working in both wood and iron. But as the average age at which children in this country leave school is perhaps less than fourteen years, and as the majority probably do not get beyond the primary grades, if these last are to have any of the benefits that are to be derived from this form of instruction, it is important that it be begun early, that the appliances for its introduction be of the simplest and most inexpensive kind, and that its connection with the regular school exercises may be made so obvious that all can see this connection: and hence if it can be shown to have an important relation to the learning of the ordinary branches, its success will much more certainly be assured. Besides, if it can be seen that it can be introduced and carried

Digitized by Google

on, with a little ingenuity, by the regular teachers through an extended course in connection with the ordinary school work, none will feel that we are in the midst of revolution and anarchy.

It must not be forgotten that the great object of manual training is not simply to secure "the skillful hand," but the better, through this means, to insure "the cultured brain." The attempt to give clear expression to our ideas makes those ideas clearer to our own minds, and fixes them more securely there. We have various languages: we can express ourselves by signs, verbally in oral and written language, by drawing, and by construction. Each has its value, and there are cases in which each is superior to any of the others, and indeed to all of them; and for that reason none should be neglected; and the more ways one has of expressing his thoughts, the clearer those thoughts will doubtless be: and if in gaining this power of getting clearer impressions and of giving better expression he also gains the power of making better provision for himself and those depending upon him than he otherwise would do, so much the better for all. No particular handicraft should be introduced into our schools any more than should technical studies be so introduced; but the head, hand, and heart should all be trained simultaneously, so that growth may be on all sides, and that strength in all parts may be the result. Training the hand so that it can perform promptly and skillfully what is definitely required is training the mind, and training it, too, by one of the most direct means of doing it. To neglect, therefore, to train the child's hand is to close one of the most important avenues to his mind. To train it aright is to endow its possessor with a new sense, to arm him with a new weapon, to confer upon him a new language, to endue him with new powers, to open up to him varied sources of pleasure, and, indeed, to introduce him into a new world. If it is our purpose to train up men and women to think and act wisely and well, we should seek those means which will so develop them that they can put out their strength with intelligent skill in any direction they may wish or that any emergency may demand.

If manual training is to be introduced into our schools generally, as enlightened public sentiment seems to be demanding, it must be done largely in the school-rooms as they are at present arranged, in connection with the studies as they now exist, and by the teachers to-day employed. It is true there are a few well-

Digitized by Google

organized manual-training schools, with well fitted up workshops, with courses of study arranged with special reference to shop-work, and supplied with teachers educated for this particular kind of work. Such schools will turn out some trained teachers to carry on similar work in other schools, and they may open their doors to give to our regular teachers short and comprehensive courses in manual training during the vacations. Normal schools will doubtless make provision for giving their graduates the benefits of a manual-training course, and summer schools may do something in the way of helping a few here and there into the theory and practice of hand-training; but the great work must be done by the great body of teachers who are already working hard enough, and who are already exacting enough from their pupils. There must be some readjustment, some modification of the courses of study, some more intelligent direction of the energies of both pupils and teachers, so that all may be able to do their work well and feel a delight in the exercise of their powers.

That our teachers can be led to take up the subject of manual training and introduce it successfully into our schools with pleasure to themselves and their pupils is assumed here as an axiom. Their ability to do is great, when they undertake to do. They will, of course, need some special preparation for it. A good deal, both theoretical and practical, has been written on the subject. The scope of the work has been much simplified, and manual-training manuals for teachers will soon be prepared as manuals in drawing are now prepared. In some cases, especially in large schools, the work will be conducted by specialists, as is now done in drawing; but, as in drawing, much of it will be done by the regular teachers, and be done, too, without there being any feeling of an imposed burden. It will be so connected with the regular work as to elucidate it and enrich it. If the child has gone to a kindergarten before his real school-life commences, provision has already been made for his proper beginning in the manual-training course. If he has not been so fortunate, then his first introduction into the school should conduct him into a systematic and intelligent course of training for the hand; but it should be so skillfully done as not to create any prejudice in the mind of pupil or patron against it. The exercises introduced need not even be called manual training. They are as much mental as writing and drawing, and they may be made to contribute quite as much to the

Digitized by Google

mental and moral development of the young as any branches of study that can be introduced into our schools or homes. Wherever manual training has been properly introduced and conducted, the results have been highly satisfactory. Anticipations as to its benefits have been more than realized. This, however, need not surprise any one. Greater interest has been awakened in the minds of the learners. They have been brought more in contact with things which have a real personal interest; and through these they become interested in words, which are the representatives of the real and the tangible. Do we sufficiently realize the importance of the awakened interest in the learner? Do we take pains enough to connect the thought and work of the school with the thought and work outside and beyond, in the home and the world? And then should we not, more than we do, endeavor to make the young feel that their labors in the school-room, indeed, all their labors in the educational line, have a close connection with the daily life awaiting them? If they could be led to see some connection between what they are doing in the school to-day and what they will be expected to do in the world to-morrow, would they be so eager to get out of the study-room and recitation-room, away from the delightful companionship that may be found in good books? Then, while we are seeking for those things best calculated to awaken and develop the minds of the young, let us not forget the importance of awakening and developing their interest. It is not enough to say they should be interested in those things that are placed before them as we think for their good. We all know how much more we are all interested in some things than in others, and it would be strange if children were not so too. One of the first things, then, in order to secure the benefits of manual training to the children is for the teachers to become interested in the subject, and to know how to present it to their pupils so as to interest them. While skill in the use of various tools is desirable, it is not essential, though some practical knowledge of drawing and construction is necessary. An intelligent teacher, however, may soon acquire enough insight into the work to make a proper beginning and continue it in the right direction, with a fair assurance of a good degree of success. This may be done with no appliances except a knife, a lead-pencil, a ruler, a pair of compasses, a pair of scissors, and some manilla paper and cardboard. With these a series of interesting and instructive

Digitized by Google

lessons and exercises may be given in the school-room to children of the primary grades, occupying a good deal of time, covering a great deal of ground, and laying a broad and firm foundation for subsequent work, both in drawing and construction.

Drawing, itself manual training, must ever lie at the foundation of all school manual training worthy of the name. It may be made exceedingly interesting to boys and girls alike. They are fond of using drawing instruments, as every teacher must have observed who has seen how busily they will often occupy themselves in decorating the covers and fly-leaves of their books. Let us take a hint from this manifestation of a love of doing something in that line, and not check or crush the desire, but wisely direct it in its proper channel, and it can be made an educational force of great value. There are strong reasons why instrumental drawing should precede free-hand. It enables the pupil to execute his work with a fair degree of accuracy, and some experience goes to show that children get a better idea of form from first making the correct form by the use of such mechanical means as they themselves may employ. And then, too, such drawing familiarizes them with the use of such instruments and tools as may be used in the ordinary school-room at their own seats, and trains them to use their hands skillfully in various ways; and as this is one of the things we are aiming to do, the force of the suggestion to make instrumental drawing come first will be apparent to all. There is no doubt that greater interest also can be excited in this way and better results be obtained than in any other. Free-hand drawing, of course, has its place; but it should come later, though it need not be delayed long. It may follow soon, or immediately, depending upon the age and ability of the pupil. The judgment of teachers will show them when this should be introduced.

A course of instruction of this kind in manual training, with no instruments, tools, and materials other than those mentioned above, could be carried on so as to give the pupils a great many of the leading facts in plane geometry; teach them how to draw all the figures, erect perpendiculars, divide lines, bisect arcs and angles, determine areas; get glimpses of the uses of the triangle in measurements; make testing squares and divided rulers and protractors; cut out of cardboard all the plane figures in elementary geometry and out of paper kindergarten materials for paper-folding, mat-making, number-work, and color-study, and do many

Digitized by Google

other things that the fertile brain of the teachers and children themselves will readily suggest, and it will be found to be a truly excellent process of awakening and developing the child.

Perhaps no subject is better suited for the purpose of making a proper beginning in manual training than geometry. If it is logically presented, concisely stated, and so worked out as to call into use with precision the pencil, the ruler, the compasses, the scissors, and the knife, the power of thinking and doing will both be promoted; and soon pupils so trained may be set to work from dictation written upon the board, and be left to work alone while the teacher is engaged with other classes. This will be a great gain, especially in ungraded country schools, where it is so often found difficult to keep all interested and profitably employed. These exercises will early give an opportunity for the pupils to do something for others, and the handiwork of the school may be made to serve some other educational purpose than that of the mere making of something for no special use. What is made may be used for the purpose of illustrating some other subject for the same class, or it may be used for some other class. The employment of materials other than paper and cardboard might be introduced when some degree of familiarity with these had been acquired, and other tools be brought into use. The class might sometimes be resolved into a whittling-class, using the pocket-knife in shaping soft wood into regular forms; and clay-modeling might come in occasionally, as teachers have time and ability to direct. As pupils get older, the work can be made more difficult, taking in the drawing and construction of paper models of solids and more advanced work in clay and with wood and the pocket-knife. In time a room may be found for more advanced work still, and be used for a laboratory, and the manual training be made to contribute to the construction of apparatus, the performance of experiments, the preparation of illustrative objects, the preservation of natural history specimens, etc.

All this gives but a hint of how, through the different grades, the hand may be made to use the materials around as means of developing the young on all sides, so that they may become manually, mentally, and morally strong and beautiful, useful and happy.

Digitized by Google

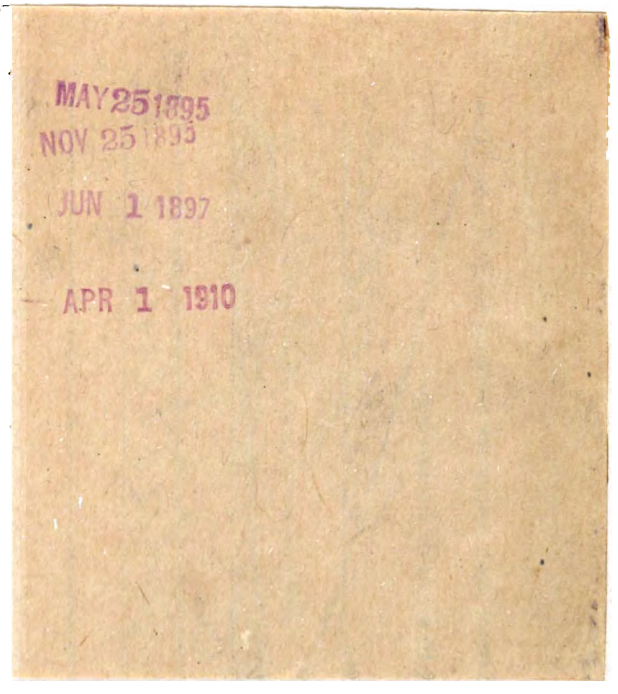
Digitized by Google

Digitized by Google

MAY 25 1895
NOV 25 1895
JUN 1 1897
APR 1 1910

Digitized by Google

Digitized by Google


MAY 25 1895
NOV 25 1895
JUN 1 1897
APR 1 1910

Digitized by Google

Digitized by Google

MAY 25 1895
NOV 25 1895
JUN 1 1897
APR 1 1910

Digitized by Google